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Team Supervision of Beginning Teachers is an experimental program of mutual assistance in which four or five beginning teachers are teamed with an experienced teacher (the Team Leader) to improve instruction and the teaching competencies of team members. The program differs from traditional supervisory methods in that it is divorced from the school's administrative chain of command, and it provides more than one model for the beginning teacher. Under the guidance of the experienced teacher (a faculty member who attended a six-week summer institute on team supervision), the team proceeds through a four-step clinical analysis process known as "cycling": (1) One member who is selected to teach a lesson prepares objectives which are studied by the rest of the team in a preobservation planning session in which they determine what data to collect, how, and by whom. (2) The lesson is taught and raw data is collected by team members. (3) The team meets without the teacher to analyze and organize the data and to plan the strategy for presentation of feedback. (4) Feedback is presented to the teacher who interacts with other members in a self-analytic manner. The team's role is not to evaluate the teacher but to provide a multilensed camera through which he can see himself as objectively as possible. (Included are a 10-item bibliography and description of the ground rules for team behavior, the rights and duties of members, and the conditions necessary for group cohesion.) (JS)

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THE OSWEGO PLAN FOR TEAM SUPERVISION OF BEGINNING TEACHERS

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CHAPTER I

AN OVERVIEW OF THE TEAM SUPERVISION PROGRAM FOR BEGINNING TEACHERS

1. TEAM SUPERVISION: A PROGRAM OF MUTUAL ASSISTANCE

The New York State Department of Education refers to team supervision as a program of assistance to beginning teachers. The structure of the team provides for a group of approximately four or five beginning teachers to be teamed together with an experienced teacher (the Team Leader) for the purpose of giving mutual assistance to each other in support of improving instruction and the quality of performance of the team members.

2. THE NEED FOR TEAM SUPERVISION

Current statistics from our State Education Department predict that one out of every two beginning teachers in our state will not be in the profession after their first year of teaching. Team supervision is designed to remedy the teacher dropout problem by providing an improved quality of assistance to the beginning teacher, through the mechanism of the team. It is also designed to improve the quality of experiences available to the beginning teacher, enabling him to reach a stage of greater classroom effectiveness at an earlier date than might normally be expected. It is projected that such assistance may be the significant difference between retaining a beginning teacher in the profession or having him join the ranks of the teacher dropout.

The State Education Department is therefore providing funds for this experimental program of training team leaders and is providing funds for the operation of the program in various school systems.

3. THE OBJECTIVE OF TEAM SUPERVISION

The objective is to develop a new breed of beginning teacher accustomed to constant self-examination, prepared for continuing professional growth, and receptive to educational innovations.

4. THE PROGRAM'S HISTORY

This program of assistance for the beginning teacher is an outgrowth and further refinement of a three-year (1964-1966) program conducted in cooperation with the Schenectady Public Schools, designed to improve student teaching. It was developed by Dr. John Readling and Mr. Vincent Barone, professors at State University College at Oswego. More than a dozen school systems have been experimenting with team supervision of student teachers and now the program has been expanded to provide its unique method of assistance to beginning teachers.

5. THE SELECTION OF PARTICIPANTS

The team leader is a member of the school faculty who demonstrated a willingness to take training in the process of team supervision and was available for the six-week summer institute held at the College at Oswego. The potential team leader's readiness to do something different, something experimental, is a primary factor in his selection. Some of the people selected as team leaders have had previous experience in team supervision with student teachers. The beginning teachers on the team are usually selected on a random basis, but their selection is influenced by such practical considerations as their time schedule and/or teaching program. Being available, schedule-wise, for team meetings is necessarily a critical factor.

6. THE DIFFERENCES BETWEEN TEAM SUPERVISION AND TRADITIONAL METHODS OF SUPERVISION

A. The "supervision" of the team is <u>assistance that is non-threatening</u> because it is completely divorced from the school's administrative chain of command. The team in no way rates the beginning teacher, nor does it communicate ANYTHING that is said or done by the team to school administrators.

B. The team provides <u>several models</u> for the beginning teacher, rather than the single model provided by the traditional supervisor or helping teacher. Furthermore, beginning teachers assume responsibility for assisting in the guidance of other beginning teachers.

C. The efficiency of supervision, or assistance, is increased because the team usually meets at least once each week to participate in the Clinical Analysis Process, the heart of Team Supervision. The frequency and regularity of these meetings, coupled with the large number of peer participants, insures more regular assistance by a larger and more efficient group of observers.

7. THE CLINICAL ANALYSIS PROCESS

The team proceeds through a complex and artful process which has been nicknamed "cycling," but is formally known as clinical analysis. It provides a way to give relatively objective information to the beginning teacher that will help him to see more clearly and honestly that which he is doing in his performance as a teacher. The four steps in cycling are:

A. PRE-OBSERVATION PLANNING

One of the members of the team is selected to teach a lesson. That member prepares objectives for the lesson that are shared with the team members. Based on the understanding of the objectives and the knowledge of the team concerning the teacher, each team member receives an assignment as to what kind of data to collect, relating to the lesson to be taught and the needs of the teacher.

B. OBSERVATION OF LESSON

The lesson is taught and raw data gathered by the team members.

C. ANALYSIS AND STRATEGY

As soon as possible after the lesson, the team meets without the teacher to analyze and organize the data collected. The team plans the strategy by which the information collected will be shared with the teacher.

D. FEEDBACK

The data is presented to the teacher and the teacher given an opportunity to react to it. The teacher interacts with the other members of the team in a self-analytic manner. The effort is made to eliminate behavior that would make the

team members evaluators of what the teacher did. Rather, the role of the team is to provide a multi-lensed camera through which, as objectively as possible, the teacher can see a reflection of himself.

8. THE CONDITIONS FOR SUCCESS

Experience to date has shown that the success of the team in providing assistance, real help, for its members is directly related to the degree that the team is emotionally tied together as a group of people who manifest such qualities as:

A. Humility. The human limitations of every member of the team are recognized. There is no such thing as a perfect lesson. Each of us is simply struggling to do his best and for all of us our best is often far below our idealized goals.

B. Trust. The team must be a security station for its members. It's the place where a person can let down his hair without fear that he'll lose it. It's the security that comes from knowing that his fellow members make a sincere and effective effort to see his strengths and to help him by building on them.

C. Support. The degree of team rapport and spirit must be developed to the point where each team member feels dependent upon the others, responsible for the others, and virtually inseparable from the others.

9. THE USE OF CURRENT RESEARCH IN GROUP DYNAMICS

The clinical analysis process (cycling) is unique in that it employs the latest in carefully researched and sophisticated procedures for helping the teacher to better perceive himself. The designers of team supervision have synthesized the work of highly-recognized researchers and theorists in education today and adapted these specialized instruments to the process of cycling. Team leaders have received training in the use of these new tools and they will pass on their knowledge to the beginning teachers on the team.

10. THE PROGNOSIS FOR SUCCESS THROUGH TEAM SUPERVISION

The program is experimental. It is in the process of evaluation. Teachers who have been involved in the program to date, however, have been enthusiastic about what it has done for them in terms of new insights, self-improvement, and increased job satisfaction. Because of the special emotional overtones and its quasi-therapeutic nature, it has received strong praise from teams who have had even a moderate degree of success. It is difficult to verbalize what it is that happens to people who work in a new, complex, social relationship that just has not been a part of their previous experience. The average teacher, traditionally isolated through most of the day in his island classroom, enters a new world of experience through team supervision. We have seen what team supervision has meant to the vast majority of its participants, and their positive expressions are the basis for further experimentation with the program and our prognosis for its success.

Chapter II

THE TEAM

This chapter presents further insight into the structure of the team through a three-part analysis that covers (1) the groundrules that govern the behavior of members, (2) the rights and duties of members, and (3) the condition for cohesion among the members. The chapter that follows this deals not so much with the structure of the team as with the process that the team employs. Our outline of the team structure, then, can be catagorized under the three headings of rules, roles, and cohesion.

The groundrules, limited in number and designed not to be restrictive, do suggest some of the critical elements that make team supervision what it uniquely is. While there is great latitude in terms of the variety of behavior that can be acceptable within the framework of team supervision, yet there are a few fundamentals that teams have seemed to find universally necessary to their successful operation. The limited framework that we spell out below is not meant to be confining, but is designed to give a basic direction to the team structure and operation.

The roles of the members of the team are another significant area. Again, without intending to set artificial limitations on the creative operation of the team, it is assumed that suggesting the rights and duties of the team members provides a starting point and minimal direction in respect to the responsibilities of membership. This section is designed to help the individual asking for information as to what his job is as a member of the team.

Finally, once the rules and roles have been spelled out, there is another area of consideration that is intrinsic to an appreciation of the dynamics that underlie the interaction of members of the team. Following the groundrules and knowing one's rights and duties is not sifficient to sustain successful interaction among the team members. There are subtler and more complex influences at work within the group and unless the group has an awareness of the conditions necessary for cohesion, the group may never establish significant relationships and real dialogue among members.

The successful functioning of the team depends upon all three of these elements--rules, roles, and cohesion--being understood, appreciated, and synthesized so that the team works naturally and dynamically at its task.

Groundrules that govern the behavior of members

1. TEAM SUPERVISION INVOLVES BOTH A STRUCTURE AND A PROCESS. THE MEMBERS AGREE TO RESPECT THE BASIC STRUCTURE AND ORGANIZATION OF THE TEAM, AS SET DOWN IN THIS HANDBOOK. IT ALSO AGREES TO RESPECT THE UNIQUE PROCEDURES THAT THE GROUP MUST FOLLOW AS IT PRACTICES TEAM SUPERVISION.

   To have less than, or more than, the recognized number of participants on the team, for example, would do violence to the physical structure or composition of the group. Research by social scientists stands behind the construct of the team. Similarly, the procedures or processes of team supervision set certain limitations upon the behavior of the team members. Success is predicated upon not only the formation of a group called a Team, but on the functioning of that group along certain lines so as to maintain group dynamics (relationships and inter-actions) that will achieve the objectives of team supervision.

2. THE PHYSICAL INTEGRITY OF THE TEAM WILL NOT BE ALTERED WITHOUT THE CONSENT OF THE TOTAL GROUP.

   Once a group has been established as a team, neither will original members be dropped nor new members added without the agreement of the members of the team. Research has demonstrated that without this commitment to the relative permanency of the group, its ability to function productively is vitiated. The members of the team, in effect, are placed together with the challenge to succeed or fail, on the basis of their ability to build avenues of communication that will enable them to be productive as a group.

   A comparison here would be the family group. In our society brothers and sisters, or mothers and dads, have little opportunity to choose another group within which to operate. Once the family group is formed, once one becomes part of it, he either learns to communicate effectively or he finds the efficiency with which he interacts with the group diminishing the satisfactions that might be derived from such membership.

3. ALL COMMUNICATION WITHIN THE GROUP WILL BE CONSIDERED PRIVILEGED, UNLESS OTHERWISE AGREED UPON BY THE GROUP.

   The underlying assumption here is the need for team members to feel free to express themselves fully, frankly, and frequently,

as the need occurs. Not everything said by team members will be correct, consistent, coherent, considerate, or considered. Members need the protection of team understanding and loyalty so that communication intended only for the team and the team setting does not go any further. This also emphasizes the real separation of the job of supervision that the team is engaged in from the responsibilities of the school administration as it effects different members of the team.

4. THE TEACHER ENGAGED IN THE CLINICAL ANALYSIS PROCESS HAS THE RIGHT TO CALL A HALT TO THE GIVING OF ANY FURTHER FEEDBACK OF DATA FROM THE LESSON OR THE FEEDBACK SESSION ITSELF.

This veto power of the teacher undergoing clinical analysis provides that individual with the ability to protect himself from the other members of the group, if and when the going gets too rough. The sensitivity of the group is not always sufficient to protect the individual in certain ego-involved situations. This rule lets the teacher call, "Enough!"

5. THE TEAM MAY ESTABLISH ANY OTHER RULES IT FINDS NECESSARY.

THE RIGHTS AND DUTIES OF MEMBERS

I. The Team Leader:

A. Assumes leadership in organizing the team, outlining the status of members and their responsibilities.

B. Obtains agreement from the group regarding its rules of operation.

C. Encourages the group to establish a regular pattern of cycling (The Clinical Analysis Process).

D. Prepares the group to develop its own terminal behavioral objectives, i.e., specific goals that serve the needs of the team members.

E. Provides instruction on both a formal and informal basis regarding the procedures of team supervision, including techniques for objective collection of data, references to readings in the behavioral sciences that underlie the program of team supervision, and models for group interaction.

F. Maintains sufficient input to the team to provide the stimulation that enables the team to be productive.

G. Rotates the leadership functions to the members of the team at times and places where members can be expected to assume those responsibilities because of special abilities related to personality, experience, or specialized training.

H. Holds himself ready to reassume the role of team leader when less effective leadership threatens to affect negatively the progress of the team effort.

I. Remains aware of the feelings and the sense of security of individual members of the team and the team as a whole, and takes steps to re-establish group or individual equilibrium when a point of unproductive imbalance has been reached.

J. Realizes that his job is to turn people on, to make the members of the team active, significant participants in the group process, and not to dominate by virtue of his status of team leader nor his years of experience as a teacher.

II. The Beginning Teacher Team Member:

A. Feels responsible for assisting the team leader in carrying out his responsibilities, recognizing that the success of the team leader is predicated upon the support and understanding received from the team members.

B. Operates on the premise that everyone on the team is equally responsible for the successful operation and productivity of the team.

C. Works to establish lines of communication and to make explicit the goals of the group.

D. Stands ready to assume the leadership of the team, thus recognizing his own potential as well as that of others on the team.

E. Assists the team leader in various phases of team operations, such as planning, preparing materials for group use, and the keeping of necessary records.

F. Takes a regular turn, unless the team agrees differently, at teaching a lesson for purposes of Clinical Analysis.

CONDITIONS FOR COHESION

By cohesion is meant the degree of attachment members feel one another. Their involvement, their sense of belonging, and their feelings of importance or value are significant in the development of group cohesion.

Group dynamics is sufficiently complex that any analysis of possible components must be necessarily incomplete. Notwithstanding, the following guidelines will suggest some conditions that have been found important in developing and maintaining cohesion among members of a team.

Dialogue, Not Monologue

Teachers have a need to talk with each other, and the team setting provides a unique situation for significant exchange, providing members respect the basic honesty and integrity of the others on the team, accepting them as worthy individuals capable of significant contributions to the team. At a team supervision workshop, this idea was encompassed in the statement, "You buy what I say because you buy me as an individual."

Team members must recognize that there are ways to interact other than verbal. Such non-verbal behavior as a smile, a supportive nod, or a posture of interest, can readily suggest a positive and appreciative attitude. Similarly, a frown, a slumped position of the body, or a grunt can easily convey negative feelings. Reliance upon words to convey one idea when non-verbal behavior is sending a different message will destroy confidence and prevent dialogue.

The utilization of feedback maintains quality and vitality in the dialogue. Feedback requires a most careful, directed, and objective kind of listening. Under such conditions, the respondent has something of value to feed back to the speaker, and any personal response to the communication is likely to be more acceptable to the person with whom it is being shared because it comes in a framework of mutual understanding and respect.

The team structure is designed to "turn people on." The group is not formed from individuals who are ready to communicate significantly. The assumption is, however, that each member of the group has the potential to contribute creatively and importantly to the group. Once he thinks of the group as a security station, a safe homebase, he can take risks in sharing his thoughts and feelings to his team-mates, without fear of loss of respect at

their hands. Therefore the responsibility of the team is turn members on, to make the apparently unproductive member productive, the apparently silent member communicative, the apparently bored member committed, or the apparently self-centered member more conscious of others. The team builds itself to the extent that it magnifies the worth and exploits the potentials of its members.

Members need to risk sharing themselves with others. To the extent that a member denies his feelings to others, he denies them to himself. The value of his dialogue with others is directly related to the extent that he accepts himself, is himself, and shares that self with others. Team members accepting and recognizing their own limitations provide a foundation for mutual respect and understanding, building confidence and cohesion.

Reality, Not Illusion

The awareness of the team to the realities of its existance is crucial to the development of cohesion. Unfounded assumptions, lack of background information regarding team supervision, or misinformation about the process of clinical analysis can prevent effective communication among members. For example, the team member who places a team leader on a pedestal as a master teacher and judges that to be the reason for his appointment as leader is actually living in the world of illusion. The basis for designating a teacher as team leader is solely by virtue of his knowledge and training in the team supervision process. The real world of successful teaching does not contain teachers of such perfection that they set themselves up as paragons of ability, to be fawned over and imitated.

Teacher education today is moving from the outmoded concept of modeling the new teacher after a copy of some successful master or critic teacher to a more contemporary existential position of being one's own true self. The team supervision process capitalizes on this latter position and treats as reality the efforts of the team to develop the individuality, the uniqueness of each member. It treats as illusory efforts at forcing conformity to some arbitrary model.

The establishment of a working relationship with others is not dependent upon the strong emotion of love. A member may even dislike another individual on the team and still find it possible to establish a basic trust that permits him to function in sn honest, and therefore cohesive, manner.

Team supervision holds as reality that the good teacher is usually beset by self-doubt and self-criticism. He faces the paradox of finding this both enervating and frustrating.

In short, cohesiveness is found where true dialogue exists and the reality of the nature of man, his strengths and weaknesses, are understood and accepted. Cohesiveness is present to the degree that each person feels himself worthy of the others' respect.

CHAPTER III

THE CLINICAL ANALYSIS PROCESS

DEFINITION

The name Clinical Analysis Process, widely referred to by its practitioners as Cycling, says at least two important things that are at the heart of team supervision. The word clinical is used here in the accepted scientific sense (as in the field of medicine, for example), emphasizing practice in distinction to theory. The clinician is a practioner. He is not postulating a theory or experimenting with symbolic abstractions. He is in the clinic, applying his skill and art to the real practice of his profession.

Another example would be the student teacher who has gone through course work, done reading, and hypothesized what he would do if he were teaching. When his college places him in a clinical situation, the implication is that he now faces the real world of the beginning teacher. He no longer is dealing theoretically with the problem. He is a practioner in a real situation. This heightening of reality is the element that makes the clinical experience significant.

Yet the clinician is not divorced from theory either. On the contrary, the goal of clinical analysis is to produce a practioner who is able to verbalize the theory that underlies the practice under examination.

In the clinical analysis process, the teacher is not analyzing his work solely as it relates to a theoretical structure. Instead he is immersed in a practical situation where his analysis must meet the test of reality. As he regularly goes through this process he sharpens his own perceptions of what he is doing and what he is valuing, for he is held responsible for self-analysis and self-evaluation of his performance in the clinical situation.

Unfortunately, too few beginning teachers have had the significant kind of support and help that team supervision provides when they found themselves on their own in their first clinical situation. Theory unrelated to practice is an exercise in futility. Practice without analysis is futility compounded.

The clinical analysis process provides the right kind of help at the most productive time for the best and most far-reaching effects.

DESIGN

The diagram on the next page describes the four-fold design of the clinical analysis process. Each of the first three sessions is a step in the preparation of the team for the all-important final act of supplying the most effective possible feedback to the teacher of the lesson.

The assumption is that the more objective the data collected, the more receptive to accept it, analyze it, and act on it, will be the teacher receiving it. It is recognized, too, that the objectivity referred to is a relative thing. While no data can be kept completely objective because of such judgmental acts as selecting what data will be recorded, how it will be recorded, and by whom, still within the framework of these necessary evaluations the data can be developed as objectively as possible. The astuteness of the team in objectively collecting data (as against collecting objective data!) will be sensed by the member cycling. A team that is working rigorously at being objective will earn the trust of the person receiving feedback and he will thus be more likely to receive the communications of the team.

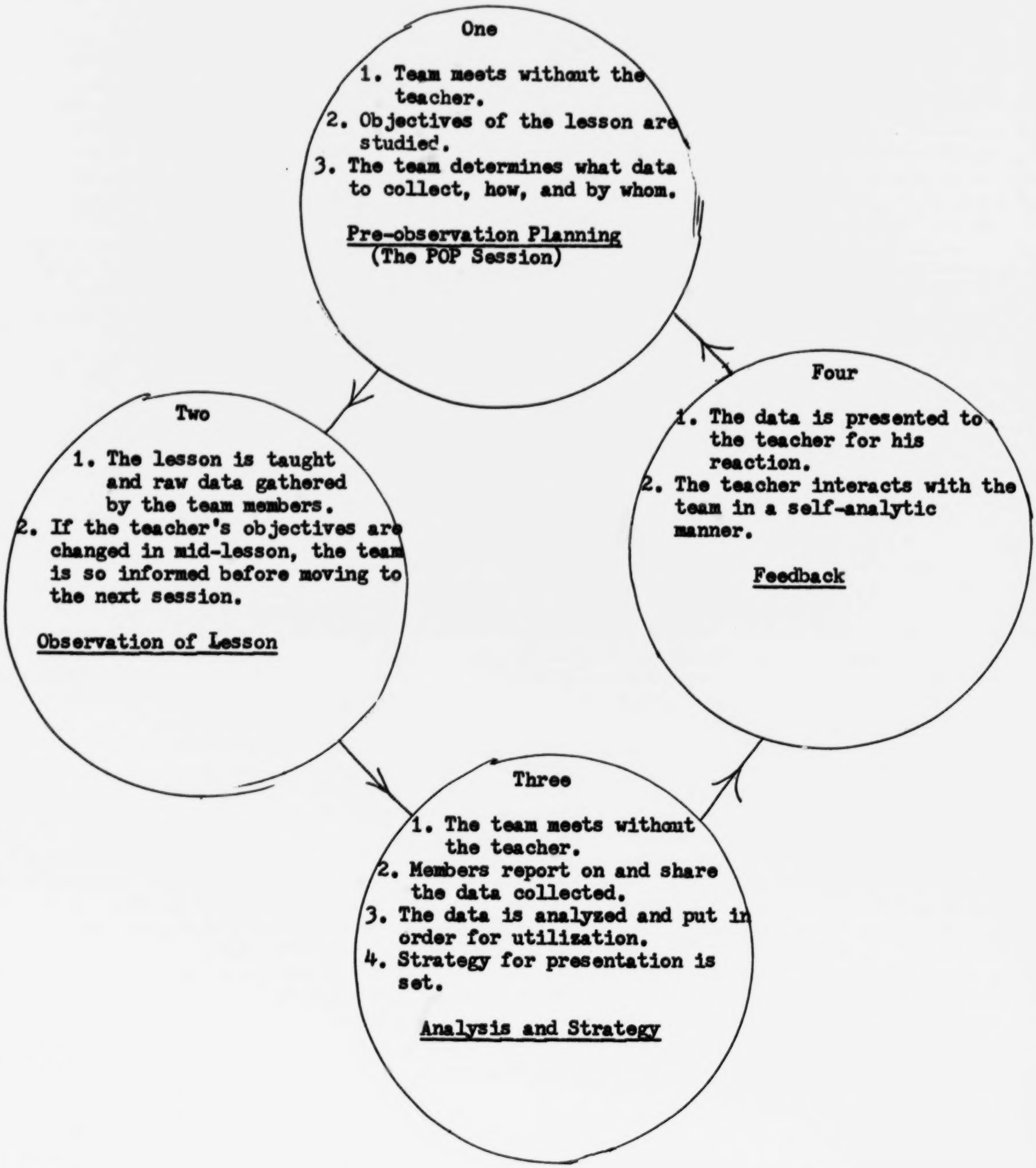
Another assumption of team supervision is that values are not internalized by someone who is being forced to accept the values of another. Therefore, the only evaluation that is significant in team supervision is the self-evaluation of the person upon whom the team is cycling. During the first three steps of cycling, the members of the team may share opinions, judgements and values to any degree that it helps them to communicate with each other as they focus on their responsibilities as a team. However, once the teacher rejoins the team for the feedback session, all evaluation by the team ceases, except for the analyzation of data and its evaluation by the member who taught the lesson. The data has been ordered and categorized by the team. They may have planned a particular strategy by which to direct attention to significant patterns that were observed. But it is the teaching member of the team who must attempt the evaluation of the data.

Built into the clinical analysis process are some distinctive features that highlight the difference between it and more traditional methods for supervising the new teacher. The team consists mainly of beginning teachers. As peers, they give each other psychological support and share certain common perceptions and problems. Not to be alone in one's concerns is strong emotional support. Also, instead of a single frame of reference and a single model to observe, the beginning teacher has several available to him. Similarly, additional personnel for more complete and precise collection of data is at hand. There are more heads to share ideas, more hands to assist, and more hearts to give support. This quantitative increase can lead to qualitative improvement in the assistance provided the beginning teacher.

A description of the four steps in cycling, with additional commentary concerning their utilization, is presented next.

THE CLINICAL ANALYSIS PROCESS

THE FOUR STEPS OF CYCLING


One
1. Team meets without the teacher.
2. Objectives of the lesson are studied.
3. The team determines what data to collect, how, and by whom.
Pre-observation Planning
(The POP Session)
Two
1. The lesson is taught and raw data gathered by the team members.
2. If the teacher's objectives are changed in mid-lesson, the team is so informed before moving to the next session.
Observation of Lesson
Three
1. The team meets without the teacher.
2. Members report on and share the data collected.
3. The data is analyzed and put in order for utilization.
4. Strategy for presentation is set.
Analysis and Strategy
Four
1. The data is presented to the teacher for his reaction.
2. The teacher interacts with the team in a self-analytic manner.
Feedback

PRE-OBSERVATION PLANNING (THE "POP" SESSION)

A brief team meeting is held prior to the lesson which is to be analyzed. During this meeting the team becomes familiar with the teacher's objectives. In order for a team to function most effectively the objectives should be written in behavioral terms of the learners. It has been found that teams analyze the data collected in the classroom most effectively when the objectives of the teacher are clear and specific. It has been the experience of our teams that the book Preparing Instructional Objectives by Robert Mager is a great help to team members in developing the skill of writing objectives in behavioral terms of the learners.

During this initial meeting the team leader and other members of the observation team determine which data is most significant to this teacher. They take into consideration the objectives set forth in the lesson plan, the methodology chosen by the teacher, and the teacher's previous experience. The data to be recorded is decided upon, as is the way in which the team will record that data.

Each member of the team will have specific responsibilities during the lesson under observation. One, for instance, may record the teacher's questions, another may record the direct instruction or lecture content, another may record the answers of the children and the teacher's reaction to the answers, another may record the number of children who participated by answering questions or raising hands. Since it is impossible to record all the data available to the team, a selection must be made.

OBSERVATION OF THE LESSON

The team members station themselves in the classroom wherever they can work most effectively. The most important position is one from which the team can observe the children's faces. Concern has been raised as to whether a team of people writing during a class lesson would distract the teacher or the children. Experience has shown, however, that their presence does not cause anyone undue distraction, and that before long the team is practically unnoticed. It is most important that raw data be gathered during this session and that the analyzation be held in abeyance until all the data can be considered. The physical job of collecting raw data is usually more than enough to handle comfortably without trying to analyze and order it at the same time.

During the learning experience or lesson, the teacher may find it necessary to change the previously stated objectives. If there is any change the teacher should inform the team immediately at the conclusion of the lesson.

ANALYSIS AND STRATEGY

As soon as the lesson ends, or very shortly thereafter, the team conducts a post-observation meeting. The teacher does not attend this meeting. During this meeting and subsequent meetings regarding this lesson the team is governed by the rule, that the only appropriate reference regarding the teaching-learning process is that which relates to specific data gathered, rather than that relating to what people think took place in the classroom. During this session each member of the team reports the data gathered during the lesson. The data collected is reviewed and analyzed. At this time an estimate is made of the extent of its value, and its relationship to the teacher's objectives. The strategy for the next session is planned.

Perhaps even more significant than the mere measurement of whether the objectives were met is the team's opportunity to go deeply into whatever educational matters the lesson has touched upon. It is the lesson that has generated the educational concerns which become the subject for discussion in the team setting. Actually, the lesson is a specific event and the trigger for larger, general discussion on important educational issues of benefit to all team members. For example, a teacher may have taught a lesson which went from specific facts to general ideas. The team leader may turn the discussion of the team to the psychological learning theory implicit in the methodology of the teacher. The team may choose to spend a full meeting on this one important subject. Or it could be spent on examining the feasibility and importance of the content used to meet these particular objectives. Other educational questions having to do with philosophical foundations could be generated by this setting. The list is literally endless. But the team would enter these discussions so that all members would learn and improve their teaching competencies in the classroom.

A further important benefit derived from this session is the enriched dialogue which can take place, a result of different backgrounds, learnings, and knowledges possessed by various team members. There is the opportunity for all members to test their own perceptions against those of people with other backgrounds or those who perhaps know a little bit more about a particular field. It can be said that each person's strength in a team setting will become information for all team members and might become the strengths of those who did not have it initially. For example, a beginning teacher who is well versed in learning theory can become the instructor in the team for his subject matter so that everyone benefits. Obviously the team leader can not be all things to all men and he too will learn. As can be readily seen the session has a content value and a process value. Learning in content and process is available to all team members. The change in teacher's concept of teaching can become explicit and verifiable in the team setting.

Inpreparation for the next session the observation team orders the data in a particular pattern so as to help guide the teacher to identify concerns the team perceived important. Facts cannot generate their own meaning and therefore a lesson can yield more meaning by describing patterns that made themselves apparent.

FEEDBACK

The teaching member of the team now joins the team. His presence immediately changes the team setting. Hitherto, the team has been operating without a person emotionally and intellectually attached to the lesson. His presence, however, alters the climate that the team had enjoyed in the previous session. Whereas, in the previous session the members roamed very freely around the data, they now focus on some very specific aspects of the lesson which they have identified and will raise with the teacher. Many times the areas previously mentioned, relating to philosophic issues, etc., will be reconsidered in order to elicit the teacher's point of view. The point is not that they are concerned about a specific correct point of view, but that the framework of ideas and feelings within which the team works be as accurate as possible.

Items such as the following may be considered during this session: the relevancy of the objectives for this specific group of children; the suitability of the selection of content; the systematic pre-arranged procedures of the teacher; the discovery of the pattern of the teacher's behavior; the decisions made by the teacher during the lesson; and the extent to which stated objectives were accomplished as a result of the lesson.

The teacher interacts with the team in a self-analytic manner during this meeting. During the session self examination of the teaching member of the team develops importance. As other members also help him through his examination, however, they too develop competency in the analysis process as they become the teaching member during succeeding weeks. It goes without saying that team members project their teacher-selves into the lesson analyzed.

IN CONCLUSION

Perhaps the most precise word to describe this complex setting would be openness; team members feel open to speak freely; open to take a position when more learning has taken place; open to disagree and have disagreements welcomed as a means to further learning; open to verbalize their deepest commitments, concerns and values; open to raise questions based upon a feeling of inadequacy; open to challenge the commitments, concerns, and values of other team members in a free and direct manner; and open to examine one's own position, own values, and own concerns, with the help and support of team members. This setting allows a person to test his ideas, his values and perceptions in an open market place, but a market place which has security, respect and a sense of utility.

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